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ABSTRACT

This report is an evaluation of a Title VII Bilingual Program conducted for Spanish speaking and Italian speaking high school students in 1979-1980. A section devoted to the program's description discusses: (1) the school district demography; (2) characteristics of the program participants; (3) personnel and administration; and (4) program goals and objectives. The structure of the English, Italian, and Spanish instructional programs is reviewed. Curriculum development, staff development, and supportive services, including home visits, guidance, and follow-up, are examined. Parent involvement and affective domain are also discussed. Tests results for both Italian and Spanish speaking students are presented for: (1) the Criterion Referenced English Syntax Test; (2) native language reading achievement; (3) mathematics performance; (4) science performance; (5) social studies performance; and (6) native language arts performance. Tables show attendance rates for both groups and a comparison of drop-out rates of program and mainstream students. Conclusions and recommendations are offered. (APM)

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OEE Evaluation Report

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Office of Educational Evaluation
New York City Public Schools
110 Livingston Street
Brooklyn, New York 11201

FINAL EVALUATION REPORT

ESEA Title VII

Grant Number: G007904435

Project Number: 5001-42-07649

GROVER CLEVELAND HIGH SCHOOL

BASIC BILINGUAL PROGRAM

1979-1980

Principal: Myron L. Liebrader

Director: Aldo Guarnieri

Coordinator: Giovanna Saraceni

Prepared By The

BILINGUAL EDUCATION EVALUATION UNIT

Ruddie A. Irizarry, Manager
Judith A. Torres, Evaluation Specialist
Emily Comstock Di Martino, Consultant
Frank O'Brien, Ph.D., Consultant

NEW YORK CITY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL EVALUATION
RICHARD GUTTENBERG, ADMINISTRATOR

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BASIC BILINGUAL PROGRAM
ITALIAN AND SPANISH

GROVER CLEVELAND HIGH SCHOOL

Location: 21-27 Himrod Street, Ridgewood, New York

Year of Operation: 1979-1980; First of three years of funding

Target Languages: Italian and Spanish

Number of Participants: 125 Students

Principal: Myron L. Liebrader Program Director: Aldo Guarnieri

Program Coordinator: Giovanna Saraceni

PROGRAM DESCRIPTION

Demographic Context

Grover Cleveland High School, which is located in the Ridgewood area of Queens, serves School District 32. The section is one of neat neighborhoods and row houses. The zone is predominantly one of white, Italian and German working class families with a regular inflow of Italian immigrants. Twenty thousand new Italian immigrants arrive in New York City every year, a large number of them taking residence in Queens. Additional students, predominantly Hispanic, come from low income areas of Jamaica, Queens and Brooklyn. The Italian and Hispanic population make up approximately forty-five per cent of the total school enrollment.

While the Italian community is a relatively stable population, the Hispanics present a problem educationally in that families tend to move suddenly and to travel back and forth from New York City to their

countries of origin for extended periods during the school year.

Bilingual Program Participants

The Title VII bilingual program serves a target population of one hundred twenty-five students. Students are served who score at or below the twenty-first percentile on the Language Assessment Battery and who are recommended by counselors at Grover Cleveland or at feeder schools. Also the CREST exam is used as part of the assessment procedure. Fourteen of the participating students spoke English with sufficient competence to take most of their courses in mainstream classes. They participated in the Native Language Arts and Guidance components of the program, and were selected on the basis of student or parent request.

Other students manifesting difficulties with English in their mainstream classes received tax levy financed individual assistance. Of the forty-five per cent Italian and Hispanic population mentioned above, ten per cent are served under the Title VII program. Most of these are new arrivals who come from a wide range of linguistic and educational backgrounds. Mexico, Uruguay, Puerto Rico and Santo Domingo are some of the countries of origin of the Spanish students, while almost all of the Italian participants come from southern Italy and Sicily. Combined, the students represent a broad spectrum of learning experiences and levels of knowledge.

TABLE I

Bilingual Program Participants

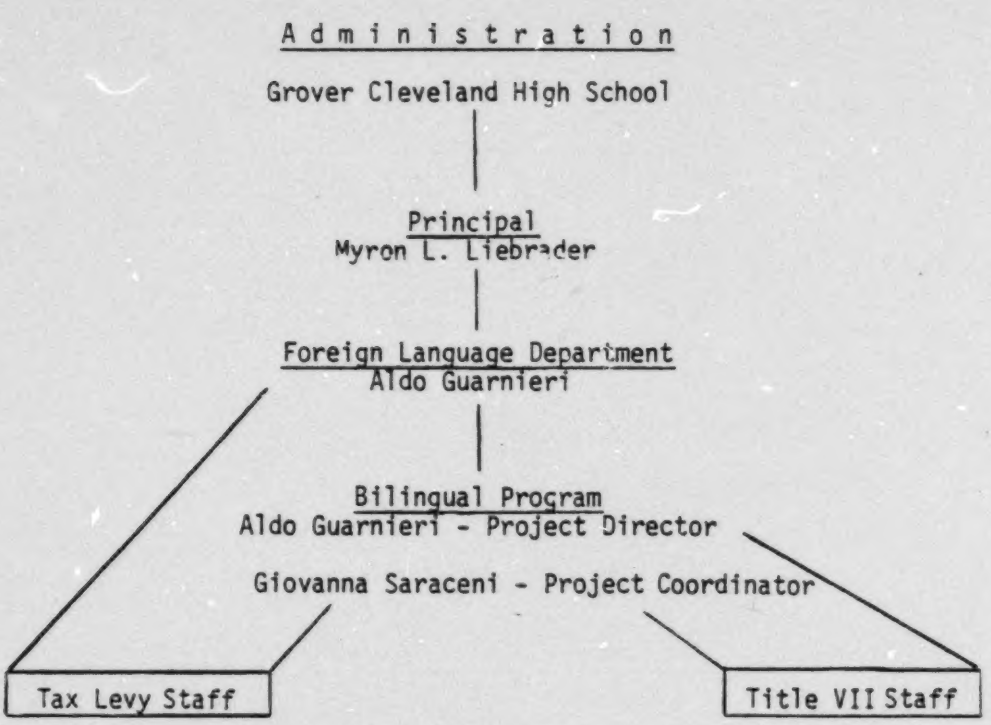
TARGET LANGUAGES:	NUMBER OF STUDENTS IN EACH:		
	LEP	ENGLISH PROFICIENT	TOTAL
Italian	25	5	30
Spanish	75	5	80
Other ESL students	10	5	15
		TOTAL:	125

Personnel and Administration

Title VII funds financed three resource teachers, one family assistant and one paraprofessional. One of the resource teachers is trilingual but works predominantly with the Spanish math teacher; one is bilingual Spanish/English and assists in the Spanish Native Language classes and the third is bilingual Italian/English, and works in the Italian social studies classes.

The project coordinator is in charge of the bilingual program operations. She is supervised by the project director who is also the chairperson of the Foreign Language Department. Table 2 indicates how the bilingual program at Grover Cleveland is administered.

TABLE 2



Goals and Objectives

The Grover Cleveland Bilingual Program philosophy is to provide bilingual instructional and supportive services to participating students with the aim of facilitating their integration into the mainstream of the school and society at the earliest possible date.

The Program set a goal of facilitating the participants' full transition into the regular school within two years of joining the bilingual program. This policy is flexible, however, depending on the individual student's mastery of English and content area subjects.

With a view towards achieving total integration of participating students, while strengthening their knowledge of and pride in their cultural heritage, the program established the following objectives:

* to improve English language achievement skills
* to improve English reading skills
* to improve Math achievement skills
* to improve subject area achievement skills
* to improve native language arts skills
* to improve ethnic culture understanding
* to improve attitudes towards school

INSTRUCTIONAL PROGRAM

The bilingual program included grade levels 9 to 12, which were taught in ungraded groups emphasizing individual instruction. The groups were formed in accordance with the student's level of mastery of English and their proficiency in the core courses covered by the program.

Since many students received their primary and some secondary education in Italian and Spanish speaking countries, emphasis was placed in the content area courses on modifying and adapting previously learned material in order to make it correspond to the curriculum taught in American schools.

Classes taught in Italian and Spanish gradually introduced English vocabulary and summaries of the main content discussed. As students mastered the appropriate terminology and concepts, they were encouraged to use the English language.

All classes were taught five periods per week, a period lasting 40 minutes.

English Instructional Program

All students participating in the bilingual program received

instruction in English as a Second Language, which was scaled according to proficiency preparatory to transition into the regular English classes.

Students received instruction in English in Art, Music, Physical Education and Industrial Arts with the rest of the school population.

TABLE 3

English Instructional Program

Component	Register	Periods	Criterion
ESL 1	14	15	Required by program
ESL 2	25	10	"
ESL 3	25	10	"
ESL 4	17	10	"
ESL 5	14	5	"
Industrial Arts	125	5	"
Art	125	5	"
Music	125	5	"
Physical Education	125	5	"
Math	12	5	Satisfactory performance on a test prior to enrolling
Science (Biology)	5	5	"
Social Studies	3	5	"

Italian Instructional Program

Each of the classes listed in the table below was taught five periods weekly. The curriculum used was that developed by the New York City Board of Education which was supplemented with extensive materials developed in Italian by the Grover Cleveland bilingual program staff.

As can be seen from Table 4, instruction was mostly in Italian. One teacher was in charge of each class with the exception of the Algebra and Social Studies classes, in which the teachers were assisted by a paraprofessional.

TABLE 4

Italian Instructional Program

Component	Register	Language of Instruction	%Italian	Teachers	Paras
Algebra	15	It/Eng	70-95%	1	1
Social Studies	22	It/Eng	70-95%	1	1
Biology	22	It/Eng	70-95%	1	0
Italian - 8	34	Italian	100%	1	0
Italian - 12N	28	Italian	100%	1	0

Spanish Instructional Program

As with the Italian courses, classes met five times a week and followed the curriculum developed by the New York City Board of Education, which was supplemented with extensive materials prepared by the staff.

TABLE 5

Spanish Instructional Program

Component	Register	Language of Instruction	%Spanish Used	Teachers	Paras
Math	34	Spanish	70-95%	1	1
Algebra	15	"	"	"	0
Biology 1	18	"	"	"	"
Biology 2	15	"	"	"	"
Social Studies 9	33	"	"	"	"
Social Studies 10	12	"	"	"	"
Economics	12	"	"	"	"
Spanish 12N	23	"	100%	"	"
A.P. Lit.	26	"	100%	"	"
A.P. Lang.	23	"	100%	"	"

CURRICULUM DEVELOPMENT

Under Title VII funding, the Grover Cleveland bilingual staff developed curriculum materials in Italian and Spanish. The materials developed in Italian and Spanish and ready to be printed for distribution included the following:

TABLE 6

Curriculum or Materials Developed

Content Area	Curriculum/Materials	In classroom Use?
Math	Remedial Math-Spanish	Yes
	Algebra-Spanish/Italian	Yes
Science	Biology-Spanish	Yes
	Biology-Italian	Yes
Social Studies	S.S. 9 - Spanish	Yes
	S.S. 9 - Italian	Yes
	S.S. 10 - Spanish	Yes
	S.S. 10 - Italian	Yes
	Latin American Studies	Yes

SUPPORTIVE SERVICES

Providing supportive services to participating students was an essential component of the bilingual program for integrating youth of Italian and Spanish heritage with each other and into the mainstream of American life.

Supportive services provided by the program included the following:

1. Home visits and contact by phone and mail
2. Individual and group guidance
3. Follow-up.

Home Visits

Students participating in the program were visited individually in their homes during the 1979-1980 school year. The home visits were not

seen as primarily corrective. Instead, home visits were made with the purpose of creating a close-knit atmosphere where arising problems could be handled before they became acute.

Aside from academic problems, the home visits were intended to discuss problems affecting the students' families. Among the types of assistance the Title VII staff provided were help with procedures necessary for job applications, community services and health coverage and services. In one case the mother's health was causing the student to miss too much school. Arrangements were made to have the family assistant accompany the parent on her trips to the hospital.

Individual and Group Guidance

All of the staff participated in guidance activities which were carried out principally on an individual level, according to need. The guidance counselor meets with each student upon admission to the program and two other times each year for programming.

Follow-up

Students participating in the bilingual program continue to be part of the bilingual program and to have access to all the services it provides until such time as they make full transition into the mainstream. Even then, many retain strong ties with the bilingual staff and return for guidance or assistance with school work or college forms.

STAFF DEVELOPMENT ACTIVITIES

All of the individuals serving as Title VII staff members were involved in staff training activities, which included:

1. Workshops
2. Meetings
3. Conferences and symposia

Workshops and Meetings

With the objective of improving the skills of the entire staff and developing individual capacity to handle the gamut of student needs, the staff of the bilingual program led by the director met weekly in September and October of 1979 and monthly for the remainder of the school year.

Informal workshops and meetings were held almost daily between teachers, resource specialists and the project director and project coordinator.

In addition, the project coordinator, participated in eight training workshops held on a weekly basis at Wingate High School.

Conferences and Symposia

The coordinator attended many conferences some of which concerned budget developments and Title VII, Reading, and Evaluation. The staff and coordinator participated in State Educational Conferences, an Italian Parents Conference, and Italian Culture Week.

PARENT INVOLVEMENT

Parent participation in the bilingual program takes place at two levels. Parents are directly part of the Parent Advisory Council for

the bilingual program; and approximately twenty-five parents of program students were motivated to join the Parent Teachers Association of the school. They regularly attended these meetings with program staff acting as translators.

The Bilingual Parent Advisory Council, composed of seven Spanish parents, three Italian parents, five students from each language group and five staff members, met once a month. The goals of the Council were to participate in the development of the bilingual program, to increase knowledge and understanding of the New York City educational system, and to confer with staff members on appropriate textbooks, materials and other instructional activities.

AFFECTIVE DOMAIN

Extracurricular Activities

Students participating in the program actively joined in extracurricular activities. Among the most popular were the Italian Club, the Literary Club, the Language Fair, the Language Magazine and class trips. The program students have had five trips this year including visits to the Statue of Liberty, the Circle Line, El Dorado Exhibit at the Museum of Natural History, The Metropolitan Museum of Art and The Cloisters.

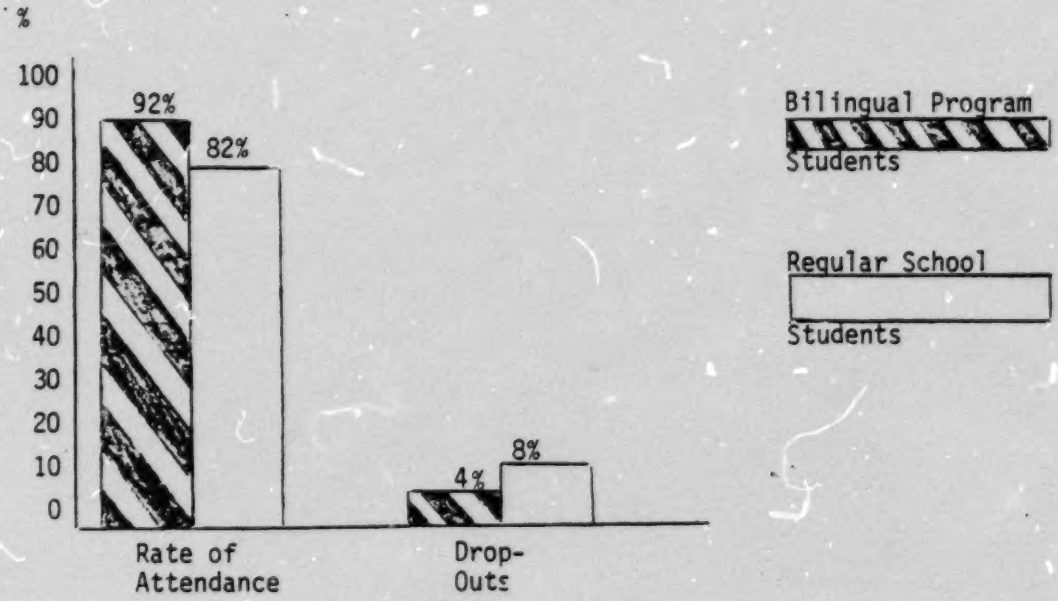
Student Performance

Table 7 below provides a view of program students compared with the rest of the school population in the areas of attendance and drop-out rates. As can be seen attendance is higher and drop-outs lower among

the program students. In addition, this year fifteen of the mainstreamed students have been admitted to four-year colleges and twenty percent of the students inducted into the regular school honor society are ESL students.

TABLE 7

Student Performance Comparison



FINDINGS

The following section presents the assessment instruments and procedures, and the results of the testing.

Assessment Procedures and Instruments:

Students were assessed in English Language development, growth in their mastery of their native language, mathematic, social studies and science. The following are the areas assessed and the instruments used:

English as a Second Language	----Criterion Referenced English Syntax Test (CREST)
Reading In Spanish	----Inter-American Series: Prueba de Lectura
Reading in Italian	----Teacher-made tests
Mathematics Performance	----Teacher-made tests
Science Performance	----Teacher-made tests
Social Studies Performance	----Teacher-made tests
Native Language Arts Performance	----Teacher-made test
Attendance	----School and program records
Drop-Outs	----School and program records

The following analyses were performed:

A) On pre/post standardized tests of reading for Spanish speaking students and non standardized test of reading for Italian students statistical and educational significance are reported:

1) Statistical Significance was determined through the application of the correlated t-test model.[1] This statistical analysis

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[1] Note: Multiple regression analysis was not performed on English Language Reading Achievement of Spanish Speaking students due to inadequate sample sizes.

demonstrates whether the difference between pre-test and post-test mean scores is larger than would be expected by chance variation alone; i.e. is statistically significant.

This analysis does not represent an estimate of how students would have performed in the absence of the program. No such estimate could be made because of the inapplicability of test norms for this population, and the unavailability of an appropriate comparison group.

2) Educational Significance was determined for each grade or test level by calculating an "effect size" based on observed summary statistics using the procedure recommended by Cohen.[1] An effect size for the correlated t-test model is an estimate of the difference between pre-test and post-test means expressed in standard deviation units freed of the influence of sample size. It became desirable to establish such as estimate because substantial differences that do exist frequently fail to reach statistical significance if the number of observations for each unit of statistical analysis is small. Similarly, statistically significant differences often are not educationally meaningful.

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[1] Jacob Cohen. Statistical Power Analysis for the Behavioral Sciences (Revised Edition). New York: Academic Press, 1977 Chapter 2.

Thus, statistical and educational significance permit a more meaningful appraisal of project outcomes. As a rule of thumb, the following effect size indices are recommended by Cohn as guides to interpreting educational significance (ES):

a difference of 1/5 = .20 = small ES

a difference of 1/2 = .50 = medium ES

a difference of 4/5 = .80 = large ES

B) On the Criterion Referenced English Syntax Test (CREST) information is provided on the number of objectives attempted and mastered, the percentage of objectives mastered versus those attempted, and the number of objectives mastered per month of treatment. Information is also provided on student performance on the various test levels.

C) The results of the criterion referenced tests in mathematics, social studies, science and native language arts are reported in terms of the number and percent of students achieving the criterion levels set for the participants (70% passing).

D) Information is provided on the attendance and drop-out rates of students participating in the bilingual program, compared with that of the total school population.

The following pages present student achievement in tabular form.

TABLE 8

English as a Second Language

FALL

Spanish Speaking Students

Results of the Criterion Referenced English Syntax Test (CREST)
Reporting the Number of Objectives Mastered, Percent Mastered,
and Objectives Mastered Per Day and Per Month.

Grade	# of Students	Average # of Objectives Attempted	Average # of Objectives Mastered	% Mastered/ Attempted	Average Days of Treatment*	Average Months of Treatment*	Objectives Mastered Per Day	Objectives Mastered Per Month
9	5	9.4	3.2	34%	55.8	2.8	.06	1.2
10	23	8.4	4.5	53%	58.6	3.0	.08	1.6
11	6	8.0	3.8	48%	59.2	3.0	.06	1.2
12	1	5.0	3.0	60%	52.0	2.6	.06	1.2
Totals	35	8.4	4.1	49%	58.1	3.0	.07	1.4

*Instructional time between pre- and post-testing.

Fall CREST results regardless of test level for Spanish speaking students revealed that the combined group mastered 4.1 of the 8.4 objectives attempted which translates into a 49% rate of mastery for attempted objectives. The rate of mastery using instruction time as the comparison showed that 1.4 objectives were mastered on the average for every month of instruction. The average number of objectives mastered per month of instruction was 1.2 (grades 9, 11, 12) and 1.6 (grade 10) which indicates very good growth in English per unit of instruction time.

TABLE 9

English as a Second Language

FALL

Spanish Speaking Students

Student Performance on the
Criterion Referenced English Syntax Test (CREST)
A Breakdown by Test Level and Grade.

Grade	# of Students	LEVEL I			LEVEL II			LEVEL III		
		Attempted	Mastered	Percent Mastered	Attempted	Mastered	Percent Mastered	Attempted	Mastered	Percent Mastered
9	5	32	12	38%	15	4	27%	___	___	___
10	23	110	50	45%	59	40	68%	24	13	54%
11	6	19	10	53%	11	4	36%	18	9	50%
12	1	___	___	___	5	3	60%	___	___	___
Totals	35	161	72	45%	90	51	57%	42	22	52%

The Fall grade by test level crosstabulation of CREST results for the combined Spanish speaking student group revealed that most students tended to function at levels I and II (45% and 57% mastery rates, respectively). A within grade level analysis showed that 9th graders mastered 38% (level I) and 27% (level II) of the attempted objectives; 10th graders mastered 45% (level I), 68% (level II) and 54% (level III) of the attempted objectives; 11th graders mastered 53% (level I), 36% (level II) and 50% (level III) of the attempted objectives; 12th graders mastered 60% of the objectives attempted on level II.

TABLE 10

English as a Second Language

Spring

Spanish Speaking Students

Results of the Criterion Referenced English Syntax Test (CREST)
Reporting the Number of Objectives Mastered, Percent Mastered,
and Objectives Mastered Per Day and Per Month.

Grade	# of Students	Average # of Objectives Attempted	Average # of Objectives Mastered	% Mastered/ Attempted	Average Days of Treatment*	Average Months of Treatment*	Objectives Mastered Per Day	Objectives Mastered Per Month
9	5	11.4	5.4	47%	57.4	2.9	.09	1.8
10	23	5.9	3.3	56%	55.5	2.8	.06	1.2
11	5	5.0	2.4	48%	55.8	2.8	.04	0.8
12	1	5.0	2.0	40%	54.0	2.7	.04	0.8
Totals	34	6.5	3.4	52%	55.8	2.8	.06	1.2

*Instructional time between pre- and post-testing.

Spring CREST results regardless of test level for Spanish speaking students revealed a slightly higher average mastery rate for attempted objectives in Spring by the combined sample. The average number of objectives mastered per month of instruction was 1.2 for the total group.

TABLE 11

English as a Second Language

Spring

Spanish Speaking Students

Student Performance on the
Criterion Referenced English Syntax Test (CREST)
A Breakdown by Test Level and Grade.

Grade	# of Students	LEVEL I			LEVEL II			LEVEL III		
		Attempted	Mastered	Percent Mastered	Attempted	Mastered	Percent Mastered	Attempted	Mastered	Percent Mastered
9	5	38	15	39%	19	12	63%	—	—	—
10	23	57	26	46%	35	27	77%	43	22	51%
11	5	7	5	71%	9	4	44%	9	3	33%
12	1	—	—	—	—	—	—	5	2	40%
Totals	34	102	46	45%	63	43	68%	57	27	47%

The Spring grade by test level distribution of CREST results revealed that students tended in general to remain on the same test level as in Fall, but the percent of objectives mastered is higher in Spring than in Fall.

29

30

TABLE 12

English as a Second Language

FALL

Italian Speaking Students

Results of the Criterion Referenced English Syntax Test (CREST)
Reporting the Number of Objectives Mastered, Percent Mastered,
and Objectives Mastered Per Day and Per Month.

Grade	# of Students	Average # of Objectives Attempted	Average # of Objectives Mastered	% Mastered/ Attempted	Average Days of Treatment*	Average Months of Treatment*	Objectives Mastered Per Day	Objectives Mastered Per Month
9	NO DATA							
10	6	8.7	6.5	75%	55.8	2.8	.12	2.4
11	10	8.2	4.5	55%	57.5	2.9	.08	1.6
12	1	7.0	5.0	71%	56.0	2.8	.09	1.8
Totals	17	8.3	5.2	63%	56.8	2.9	.09	1.8

*Instructional time between pre- and post-testing.

Fall CREST results regardless of test level for Italian speaking students revealed that for the combined sample, 5.2 of 8.3 objectives were mastered (63% mastery rate), and 1.8 objectives were mastered on the average for each month of instruction. The number of objectives mastered per month of instruction ranged from 1.6 (grade 11) to 2.4 (grade 10) which indicates a better than predicted rate of growth in English.

TABLE 13

English as a Second Language

FALL

Italian Speaking Students

Student Performance on the
Criterion Referenced English Syntax Test (CREST)
A Breakdown by Test Level and Grade.

Grade	# of Students	LEVEL I			LEVEL II			LEVEL III		
		Attempted	Mastered	Percent Mastered	Attempted	Mastered	Percent Mastered	Attempted	Mastered	Percent Mastered
9	---------- NO DATA ----------									
10	6	52	39	75%	___	___		___	___	
11	10	13	12	92%	58	31	53%	11	2	18%
12	1	___	___	___	___	___		7	5	71%
Totals	17	65	51	78%	58	31	53%	18	7	39%

The Fall grade by test level crosstabulation for Italian speaking students revealed that students in upper grade levels functioned primarily at the upper test levels, and the lower grade level functioned at the lower test level. For the most part students succeeded in mastering the objectives they attempted at a rate greater than 50%.

TABLE 14

English as a Second Language

Spring

Italian Speaking Students

Results of the Criterion Referenced English Syntax Test (CREST)
Reporting the Number of Objectives Mastered, Percent Mastered,
and Objectives Mastered Per Day and Per Month.

Grade	# of Students	Average # of Objectives Attempted	Average # of Objectives Mastered	% Mastered/ Attempted	Average Days of Treatment*	Average Months of Treatment*	Objectives Mastered Per Day	Objectives Mastered Per Month
9	NO DATA							
10	6	8.8	6.8	77%	52.5	2.7	.13	2.6
11	8	14.9	11.4	76%	58.3	3.0	.20	4.0
12	NO DATA							
Totals	14	12.3	9.4	76%	55.8	2.8	.17	3.4

*Instructional time between pre- and post-testing.

Spring CREST results regardless of test level for Italian speaking students showed that for the same average instruction time in Spring and Fall much greater mastery rates occurred at Spring testing. Seventy-six percent of the attempted objectives were mastered, and 3.4 objectives were mastered on the average per month of instruction. Italian speaking students continued to demonstrate excellent gains in English.

TABLE 15

English as a Second Language

Spring

Italian Speaking Students

Student Performance on the
Criterion Referenced English Syntax Test (CREST)
A Breakdown by Test Level and Grade.

Grade	# of Students	LEVEL I			LEVEL II			LEVEL III		
		Attempted	Mastered	Percent Mastered	Attempted	Mastered	Percent Mastered	Attempted	Mastered	Percent Mastered
9	NO DATA									
10	6	23	19	83%	28	20	71%	2	2	100%
11	8	38	33	87%	59	43	73%	22	15	68%
12	NO DATA									
Totals	14	61	52	85%	87	63	72%	24	17	71%

In Spring tenth grade Italian speaking students shifted up to levels II and III of the test with very high rates of mastery. Eleventh graders generally increased in primary level of functioning also, and with high rates of mastery. At all grade and test levels, students mastered objectives at a greater than two-thirds rate.

TABLE 16

Native Language Reading Achievement

Spanish Speaking Students

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores in Native Language Reading Achievement of Students with Full Instructional Treatment on the CIA Prueba de Lectura, by Test Level

Test Level	N	Pre-test Mean	Pre-test Standard Deviation	Post-test Mean	Post-test Standard Deviation	Mean Difference	Corr. Pre/post	t	P	ES
2	11	64.8	26.5	70.3	26.6	5.5	.99	4.29	.005	1.29
3	34	61.0	17.5	69.1	17.1	8.1	.95	8.67	.001	1.49
4	14	63.5	12.7	72.0	17.4	8.5	.81	3.09	.005	.82
5	1	---------- INSUFFICIENT DATA ----------								

Table 16 presents achievement data for Spanish-speaking students on the CIA Prueba de Lectura. Students showed raw score gains of 6 raw score points on level 2 while students taking levels 3 and 4 showed a gain of 8 and 9 raw score points, respectively. The gains for students on levels 2 and 4 were statistically significant at the .005 significance level, while gains for students on level 3 were significant beyond the .001 level of significance. The gains for students on all test levels, when expressed in standard deviation units, were judged to be of large educational significance. The gains for students on level 2 and 3 were exceptionally large -- greater than one standard deviation. Thus, students tested with all levels showed statistically and educationally significant gains in Spanish language reading achievement.

TABLE 17

Native Language Reading Achievement

Italian Speaking Students

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores in Native Language Reading Achievement of Students with Full Instructional Treatment on Teacher-Made Tests.

Grade	N	Mean	Pre-test Standard Deviation	Mean	Post-test Standard Deviation	Mean Difference	Corr. Pre/post	t	P	ES
10	8	77.9	8.2	86.0	7.0	8.1	.40	2.73	.025	.97
11	10	64.4	24.4	78.2	16.4	13.8	.92	3.82	.01	1.21
12	---------- NO DATA ----------									

Table 17 presents achievement data for Italian speaking students on teacher-made tests of Italian language achievement. Students in grade 10 showed raw score gains of 8 raw score points while 11th grade students showed gains of 14 raw score points. The gain for students in grade 10 were statistically significant at the .025 significance level, while gains for 11th grade students were significant beyond the .01 level of significance. The gains for students in grades 10 and 11, when expressed in standard deviation units were judged to be of large educational significance. The pre/post-test correlations for students in grade 10 was .40. This correlation is small and suggests that the instrument may not be sufficiently reliable to make adequate differentiations among students from this population, or at least this sample. The possibility of a ceiling effect can not be ruled out for this grade. Thus, students in grades 10 and 11 showed statistically and educationally significant gains in Italian language achievement. It is suggested that reliability of the teacher-constructed instruments be examined.

TABLE 18

Mathematics Performance

Spanish Speaking Students

Number and Percent of Students Passing Teacher-Made Examinations in Mathematics

	FALL 1979			SPRING 1980		
Grade	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing
9	17	7	41%	12	10	83%
10	40	28	70%	38	36	95%
11	16	15	94%	15	14	93%
12	5	4	80%	3	3	100%

In the Fall term, the percentage of Spanish speaking students passing teacher-made examinations in mathematics ranged from 41% in grade 9 to 94% in grade 11. In Spring, the percent mastering the curriculum ranged from 83% in grade 9 to 100% in grade 12. Overall, the stated evaluation objective for mathematics was met and substantially surpassed. Students in grade 9 failed to reach the criterion level in Fall (70% pass rate).

TABLE 19

Mathematics Performance

Italian Speaking Students

Number and Percent of Students Passing Teacher-Made Examinations in Mathematics

Grade	FALL 1979 N	Number Passing	Percent Passing	SPRING 1980 N	Number Passing	Percent Passing
10	8	7	88%	8	7	88%
11	12	9	75%	11	6	55%
12	3	3	100%	---------- NO DATA ----------		

In the Fall term, the percentage of Italian speaking students passing teacher-made examinations in mathematics ranged from 75% in grade 11 to 100% in grade 12. In Spring, the percent mastering the curriculum was 55% in grade 11 and 88% in grade 10. Overall, the stated evaluation objective for mathematics was met and substantially surpassed. Students in grade 11 in Spring failed to reach the criterion level (70% pass rate).

TABLE 20

Science Performance

Spanish Speaking Students

Number and Percent of Students Passing Teacher-Made Examinations in Science

Grade	FALL 1979 N	Number Passing	Percent Passing	SPRING 1980 N	Number Passing	Percent Passing
9	17	7	41%	12	10	83%
10	40	34	85%	38	32	84%
11	16	14	88%	15	15	100%
12	5	4	80%	3	3	100%

In the Fall term, the percentage of Spanish speaking students passing teacher-made examinations in science ranged from 41% in grade 9 to 88% in grade 11. In Spring, the percent mastering the curriculum ranged from 83% in grade 9 to 100% in grades 11 and 12. Overall, the stated evaluation objective for science was met and substantially surpassed. Students in grade 9 failed to reach the criterion level in Fall (70% pass rate).

TABLE 21

Science Performance

Italian Speaking Students

Number and Percent of Students Passing Teacher-Made Examinations in Science

Grade	FALL 1979 N	Number Passing	Percent Passing	SPRING 1980 N	Number Passing	Percent Passing
10	10	9	90%	9	7	78%
11	12	11	92%	11	8	73%
12	3	3	100%	---------- NO DATA----------		

In the Fall term, the percentage of Italian speaking students passing teacher-made examinations in science ranged from 92% in grade 11 to 100% in grade 12. In Spring, the percent mastering the curriculum was 73% in grade 11 and 78% in grade 10. Overall, the stated evaluation objective for science was met and substantially surpassed in all grades (70% pass rate).

TABLE 22

Social Studies Performance

Spanish Speaking Students

Number and Percent of Students Passing Teacher-Made Examinations in Social Studies

	FALL 1979			SPRING 1980		
Grade	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing
9	17	8	47%	12	9	75%
10	40	32	80%	38	34	90%
11	16	16	100%	15	15	100%
12	5	4	80%	3	3	100%

In the Fall term, the percentage of Spanish speaking students passing teacher-made examinations in social studies ranged from 47% in grade 9 to 100% in grade 11. In Spring, the percent mastering the curriculum ranged from 75% in grade 9 to 100% in grades 11 and 12. Overall, the stated evaluation objective for social studies was met and substantially surpassed. Students in grade 9 failed to reach the criterion level in Fall (70% pass rate).

TABLE 23

Social Studies Performance

Italian Speaking Students

Number and Percent of Students Passing Teacher-Made Examinations in Social Studies

Grade	FALL 1979 N	Number Passing	Percent Passing	SPRING 1980 N	Number Passing	Percent Passing
10	10	9	90%	9	7	78%
11	12	11	92%	11	9	82%
12	3	3	100%	---------- NO DATA ----------		

In the Fall term, the percentage of Italian speaking students passing teacher-made examinations in social studies ranged from 90% in grade 10 to 100% in grade 12. In Spring, the percent mastering the curriculum was 78% in grade 10 and 82% in grade 11. Overall, the stated evaluation objective for social studies was met and substantially surpassed in all grades (70% pass rate).

TABLE 24

Native Language Arts Performance

Spanish Speaking Students

Number and Percent of Student Passing Teacher-Made Examinations in Native Language Arts

Grade	FALL 1979 N	Number Passing	Percent Passing	SPRING 1980 N	Number Passing	Percent Passing
9	17	10	59%	12	8	67%
10	40	35	88%	38	36	95%
11	16	16	100%	15	15	100%
12	5	4	80%	3	3	100%

In the Fall term, the percentage of Spanish speaking students passing teacher-made examinations in native language arts ranged from 59% in grade 9 to 100% in grade 11. In Spring, the percent mastering the curriculum ranged from 67% in grade 9 to 100% in grades 11 and 12. Overall, the stated evaluation objective for native language arts was met and substantially surpassed. Students in grade 9 failed to reach the criterion level in Fall. In the Spring however, they attained a 67% pass rate which differs from the 70% pass rate criterion by only 3 percentage points.

TABLE 25

Native Language Arts Performance

Italian Speaking Students

Number and Percent of Student Passing Teacher-Made Examinations in Native Language Arts

Grade	FALL 1979 N	Number Passing	Percent Passing	SPRING 1980 N	Number Passing	Percent Passing
10	10	7	70%	9	5	56%
11	12	11	92%	11	10	91%
12	3	3	100%	---------- NO DATA ----------		

In the Fall term, the percentage of Italian speaking students passing teacher-made examinations in native language arts ranged from 70% in grade 10 to 100% in grade 12. In Spring, the percent mastering the curriculum was 56% in grade 10 and 91% in grade 11. Overall, the stated evaluation objective for native language arts was met and substantially surpassed. Tenth grade students in the Spring failed to reach the criterion level (70% pass rate).

TABLE 26

Attendance Rates

Spanish Speaking Students

Number and Percent of Students Surpassing the General School Attendance Rate, Reporting the Program Attendance Rate and Standard Deviation

Grade	No. of Students	Average Attendance	Standard Deviation	Number Surpassing Rate	% Exceeding School Rate
9	18	85.7	18.5	17	94%
10	41	90.3	11.6	40	98%
11	16	87.6	11.6	12	75%
12	5	89.4	7.1	5	100%

The average attendance rates for Spanish speaking students ranged from 86% (grade 9) to 90% (grade 10). The percentage of students exceeding the school wide attendance rate ranged from 75% (grade 11) to 100% (grade 12). The attendance rates for program students is very high; the stated evaluation objective was surpassed by a wide margin.

TABLE 27

Attendance Rates

Italian Speaking Students

Number and Percent of Students Surpassing the General School Attendance Rate, Reporting the Program Attendance Rate and Standard Deviation

Grade	No. of Students	Average Attendance	Standard Deviation	Number Surpassing Rate	% Exceeding School Rate
10	10	79.0%	22.8	10	100%
11	12	86.7%	12.6	11	92%
12	1	93.0%	---	1	100%

The attendance rates for Italian speaking students ranged from 79% (grade 10) to 93% (grade 9). The percent of program student exceeding the school-wide rate was 92% (grade 11) and 100% (grades 10 and 12). Thus, Italian speaking students exceeded the stated evaluation objectives by a very wide margin.

TABLE 28

Comparison of Drop-out Rates of Program Students and Mainstreamed Students

All Program Students	Mainstreamed Students	Difference
2.9%	25%	-22.1%

The objective for relative drop-out rates stated that all program students would have a drop-out rate 20% or less than that of mainstreamed students in the school. Program students had a drop-out rate of 2.9%, and non-program students had a drop-out rate of 25%, a difference of 22.1%. Thus, the stated evaluation objective was met and surpassed.

Evaluation Objectives and Summary of Findings

The following section presents the evaluation objectives of the Basic Bilingual Program and a summary of the results for each. Additional discussion is included when student outcomes suggest that further clarification or interpretation of the data is necessary.

1. English Language Skills. As a result of participating in the program, students will demonstrate an appropriate increase in English language proficiency. Students in the program will master an average of one objective per four weeks of treatment.

Results: In the Fall, Hispanic students mastered an average of 1.4 objectives per month of treatment, a good rate of growth. The number of objectives mastered per month ranged from 1.2 to 1.6. Most Hispanic students, regardless of grade level, tended to function on levels I and II of the CREST.

In the Spring, the same students mastered on average of 1.2 objectives per month, with achievement ranging from 4.0 objectives mastered per month at the 9th grade to 0.8 per month for the small group of 11th and 12th graders.

In the Fall term, Italian students mastered an average of 1.8 objectives per month, with achievement ranging from 1.6 to 2.4. Students in the 10th grade functioned at the lower test level, while 11th and 12th graders functioned primarily at the upper levels.

In the Spring, the small groups of 10th and 11th grade students reported achieved mastery rates of 2.6 and 4.0 respectively, for a very successful overall average of 3.4 objectives mastered per month of treatment.

In conclusion, both Spanish and Italian speaking students surpassed the criterion level for mastery in this area.

2. Reading Achievement in the Native Language. As a result of participating in the program, students will demonstrate a significant increase in reading achievement in Spanish/ Italian.

Results: As measured by the Prueba de Lectura, InterAmerican Series, Spanish speaking students in all grades (9, 10, and 11) showed gains which were statistically and educationally significant.

Italian 10th and 11th grade students taking teacher-made tests scored gains which were also statistically and educationally significant.

3. Content Area Achievement. As a result of participating in the program content area classes, 70% of the students will achieve a passing grade in mathematics, science and social studies.

Results in Mathematics. All Spanish speaking students (except for 9th graders in the Fall term) achieved rates of passing teacher-made exams which exceeded the program's criterion level of 70%. Similarly all the groups of Italian students reported (with the

exception of 11th graders in the Spring term) achieved passing rates of 75% or over. The program's objective was met and surpassed in this area.

Results in Science. Spanish speaking students as a whole showed high rates of mastery of examinations in science. With the single exception of 9th graders in the Fall term, achievement ranged from 83% to 100% passing. Italian students in all grades reported (10, 11, and 12) achieved rates of passing which ranged from 73% to 100%. Thus the objective for achievement in science was met by both Hispanic and Italian students.

Results in Social Studies. Similar to their performance in the previous curricular areas, the Hispanic students as a whole surpassed the program objective in the area of social studies. With the exception of 9th grade Fall term students, the other groups reported passing rates ranging from 75% to 100%. Among the Italian students, the objective was substantially surpassed in all grades, with achievement ranging from 78% to 100%.

Results in Native Language Arts. Although no evaluation objective was written in this area, data are reported to indicate student mastery of the course content. Hispanic students in grades 10, 11, and 12 surpassed the criterion level with passing rates ranging from 80% to 100%. Only the 9th graders failed to achieve the 70% passing rate. The Italian students demonstrated passing rates ranging from 56% to 100% with only 10th graders in the Spring term failing to achieve a 70% rate.

4. Attendance. Students participating in the bilingual project will demonstrate an attendance rate which surpassed that of the mainstream school.

Results: The percentages of Hispanic students exceeding the schoolwide attendance rate ranged from 75% in grade 11 to 100% in grade 12. The attendance rates for all program students are over 85.7%. The attendance rates for the Italian students ranged from 79% to 93%, and almost every student (22 out of 23 reported) had attendance rates which exceeded the schoolwide rate. The evaluation objective may be considered substantially surpassed in this area.

5. As a result of particpating in the program, the dropout rate of students will be 20% less than mainstream students.

Results: Program students had a 2.9% dropout rate, while the mainstream population was reported as having a 25% rate. The difference of 22.1% more than met the program's objective of a 20% difference.

On the whole, the bilingual students at Grover Cleveland High School met or surpassed all the bilingual program's objectives for achievement on standardized tests in classroom performance, and in the affective domain.

CONCLUSIONS AND RECOMMENDATIONS

During the site visit by the evaluator, key personnel in the Grover Cleveland bilingual program were interviewed, including the project coordinator and director, the principal, the assistant principal for instruction, and several teachers.

The Title VII staff were found to be strongly motivated bilingual educators. Special mention should be made of the project coordinator, who has obviously made an outstanding contribution to the implementation, administration and supervision of the program and who has generously supported the other staff members in their pursuit of high quality bilingual education. In their work the staff has had enthusiastic backing of the school principal.

The teachers in the regular school, while reluctant at first to accept the new program, have grown more and more accepting of it as it relieves them of educational and disciplinary problems in their classes. Prior to the bilingual program, the new arrivals from Spanish speaking countries and from Italy were placed in their classes. For many of the teachers communication was impossible and classes frequently grew beyond a manageable size. Now a teacher may refer a new student to the program or seek help from the bilingual staff with a pupil who has been recently mainstreamed and is experiencing slight difficulties.

The students have evidently taken to the program and excelled in

it. Last year, the Italian students, under the direction of the resource teacher, participated in the citywide ITA poetry contest and won first prize in Level IV. They won the Dante Medal. Another student in the Italian program won second prize for a city-wide essay contest. Spanish bilinguals were encouraged to take part in the Pan-American Literary Contest. In the past one of the students won a trip to Argentina. Each year the school publishes a Foreign Language Magazine for which many of the bilingual students write. The magazine has won first prize at the Columbia Scholastic Press Association each time it has been entered.

There is also strong participation by the students in the clubs, as homework helpers and as interpreters.

One of the most complex and difficult parts of the program is the parental participation. On the one hand the parents have been extremely supportive and pleased with the progress their children have made. However, as many of these parents have a limited command of English, once their children have modest usage in English they use them to run errands and accompany them on visits to various offices. Consequently, the children miss school. The family assistant has made efforts in this direction by offering her services or substitute services for those of the children but still many students are absent from school on account of this.

Additionally, many of the Italian parents are work oriented and encourage their youngsters to leave school at the earliest possible

moment to take a job. It is frequently difficult to convince these parents of the importance of completing high school and even more arduous in the case of college.

With the Hispanics a different sort of problem arises. It is not uncommon for an Hispanic family to move here, stay a few months, then to disappear for five or six months only to return to the school again later. These interruptions in the education of the children while the parents take them back and forth to their country of origin is very costly for the child educationally. The project coordinator suggested that an effort be made through the mass media to inform and convince these parents that they were seriously hampering their children's academic opportunities.

Problems have also arisen in parental attendance of meetings with the staff. Some do come but many do not. First of all, many of these parents are not traditionally accustomed to participating in school functions. Secondly, many of the Italian parents work and are unable to attend, while the Hispanics live far away and are frequently afraid to travel such distances by train at night.

Many of these difficulties can be remedied at least to some extent by more widely publicizing school events and by more visits of the staff members to the homes of the children. They are problems common to many bilingual programs and can only be alleviated through close school-home contacts. Possibly, adult education classes might augment

the association between the school and the home.

The follow up of students who have been mainstreamed was remarkable. Tutorial assistance is available to them as are all the resources of the bilingual program. Students and teachers are interviewed before marking periods to see if any additional help is needed. Copies of report cards are sent to the bilingual office. A mainstreamed student does not get "lost."

While considering staffing, it should be noted that more Italian teachers are needed. Efforts should be made to acquire the personnel needed in this language and hopefully to have the problem remedied prior to the onset of the school year in September so that teaching time is not lost.

Grover Cleveland is the only high school in Queens offering a bilingual program in Italian. It is certainly a program that is succeeding. The foresight, intelligence, diligence and abundant good will of the staff have certainly contributed to the many achievements of the bilingual program at Grover Cleveland High School.

APPENDIX

LANGUAGE IS AN ART

ART IS A LANGUAGE

1980

LANGUAGE IS AN ART

ART IS A LANGUAGE

A publication of the Foreign Language Department of
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21-27 Himrod Street
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Myron L. Liebrader, Principal

Assistant Principals
Patricia Kobetts - Guidance
Martin Turkewitz - Administration

Aldo Gurarnieri
Assistant Principal
Foreign Language Department

Staff

Literary

Anna Grillo
Giovanna Nigro
Dobrita Munteanu
Carlos Troche
Maria Turrigiano

Art

Rosaria Pipia
John Zecca (J. Z.)
Liho Lem
Dobrita Munteanu
José Rosario
Sal Brucia

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May 1980

Giovanna Saraceni
Faculty Advisor

Nel mio sogno tu...

Ogni sera vado a letto
con te in mente.
M'addormento e sogno,
nel mio sogno vedo la
tua immagine.
Sogno il tuo chiaro viso,
il tuo dolce sorriso,
i tuoi profondi occhi blu,
quei biondi capelli
e quelle dolci labbra
che sento ancora sulle mie,
come tanto tempo fa.

Il mio sogno prosegue, in
quel momento rivivo quei
felici momenti, quelle ore,
e quei giorni trascorsi insieme,
e vorrei che ce ne fossero
stati degli altri.

Poi, all'improvviso mi
sveglio, è già mattina.
E stato solo un sogno,
solo adesso mi accorgo che
sei lontano... e vorrei che
la tua lontananza fosse un
sogno.

Ma è vero!
Tu sei lontano.
E nel mio cuore
C'è solo tristezza.

A young girl dreams of
a far away love.

Giovanna Nigro
Italian 12N

Vicino a te

Voglio stare vicino a te,
Sentire il tuo corpo,
La tua voce.
Voglio
Ascoltare la voce tenera
Del tuo amore.
Mentre sento una tua parola
Un nodo di pianto
Mi si serra in gola.
Non abbandonarmi!
Non ce la faccio da solo.
Voglio
Che mentre
Il mio passo avanza verso il mondo,
Questo sia il mio primo passo
Verso di te.

The author feels that he needs a
helping hand as he starts his
journey through life.

Vincenzo Marino
Italian 12N

amore

Amore:

Ma che significa
Questa parola?

Dicevano:

è la cosa più
bella del mondo,

è il sentimento
che ti fa sentire
Donna.

Ogni bacio
ti fa scoppiare
il cuore dalla gioia,
il mondo ti sorride
con ogni sguardo
ed il volto ti s'illumina.

È questo il vero Amore?

What is real Love?, the
author asks.

Lillian Amato
Italian 4

AMORE

Día a Día

Día a día espero
Ansiosa tu llegada,
Para decirte que te quiero
Y que de ti cada vez más
Estoy enamorada.

Día a día sueño
Con volverte a abrazar
Y besarte más como jamás te besé.
Decirte: "Eres mi dueño."
Quiero estar contigo una eternidad,
No permitir que el tiempo pase
Dejando el gran vacío que es la soledad;
Esa soledad que siento cuando no te veo,
Cuando no sé nada de ti y
Preguntando siempre:
¿Dónde estará, Qué hará, si me amará?

Día a día pienso;
¿Qué sería de ti, de mí,
Si el cruel enemigo del destino
Nos llegase a separar?
Yo no sé;
No sé lo que haría,
Como me sentiría si te perdiese,
Lo que sufriría al no verte más.
Pero sí sé una cosa,
Lucharía hasta el fin y contra todo
Por conservar tu amor,
Por ganárselo a la vida para mí,
Y no dejar que nadie ni nada
Te separe nunca más de mí.

Día a día sí,
Día a día te amo más y más.

The author finds that she loves more and more with each new day.

Rosa Cotapo
Spanish A.P.

En el principio,
Estando enamorados,
Nos visitábamos
Día tras día.

Pero...

¿Cómo íbamos a saber
Nostros
Que el tiempo cambia
Los sentidos?
Yo, sin embargo,
Sigo pensando en ti.
¿Puede ser que te quiera
Todavía?

En el principio,
Nosotros
Reíamos y jugábamos
Pensando en nuestro futuro.

Pero... ¿Es qué,
Pude ser falso nuestro amor,
Sin nosotros darnos cuenta?
No,
Eso no.

En el principio,
Reíamos y jugábamos.
Ahora,
También lloramos.
En el principio
Nos visitábamos a cada rato.
Ahora, Ya no nos hace falta,
Ya nos conocemos.

Después de todo lo pasado,
Estando juntos otra vez,
Ya sabemos que nuestro amor,
Con sus risas y sus llantos,
Es para siempre. Y
Nuestras vidas continúan.

The author has discovered that true love is filled with both happiness and tears.

Donna Hiuser
Spanish 2

il sole

E molto bello che oggi
Sia spuntato il sole.
E da molto tempo che
Il cielo è annuvolato.
Ora,
Dopo tanto,
S'illumina di nuovo
La città.
E come se si fosse
Accesa una luce radiante
Ovunque sia.

La gente esce,
Va in campagna, al mare
Per divertirsi e godere
IL SOLE.

Immaginate il buio
Se non ci fosse il sole,
Non ci sarebbe vita e
Non ci sarebbe il sorriso
Delle piccole creature.

E molto bello che oggi
Sia spuntato il sole.
Vedendolo galleggiare nel cielo
Tutto sembra piú bello e risplendente.

The sun is out at last bringing joy
and happiness to the people.

Anna Grillo
Italian 12N

Tristezza

Certe volte guardando fuori
la finestra, vedo solo tanta
tristezza, vedo un gran vuoto,
solo vedo una grande città.
Mi sento tanto sola e
penso a quel lontano paese

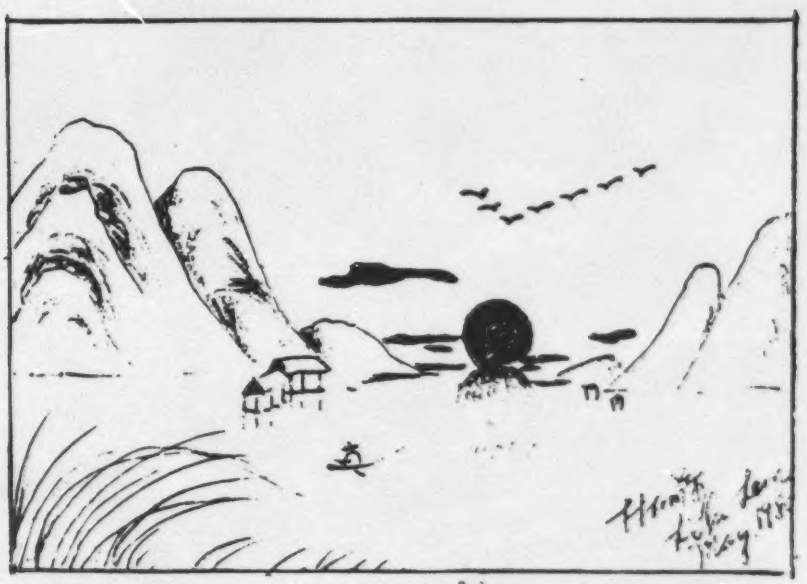
Dove i prati sono verdi e pieni
di fiori,
Dove il cielo è azzurro con solo
poche nuvole.

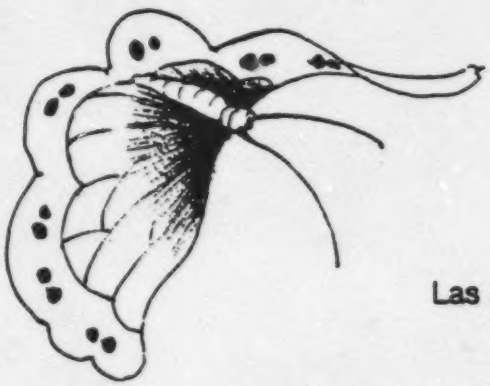
All'improvviso guardo in
alto e vedo un gran cielo grigio
e tante nuvi nere.
Che tristezza!

Sogno ad occhi aperti e
ricordo i giorni passati;
sogno di ritornare.
Ma, mi sveglio e sono
sempre qua.
Che tristezza!

The author misses her native
land

Giovanna Nigro
Italian 12N





Las mariposas

Vuelan libres
Y ligeras en la brisa.
Atraviesan jardines,
Se desenbocan en las rosas.
Sus bellezas pronto se van,
Con el frío
Ya no hay las mariposas.

Butterflies are free.

Christina Rallo
Spanish 3H

Las aves

En un día lindo
Cuando el cielo está claro
Se ven las aves volar
muy alto en las nubes.

Con los picos tan afilados
Y sus trinos tan dulces,
Pueden cantar tal como
Cantan los dioses.

On a Clear day, one can see
the birds flying in the sky.

Laurie-Ann Reynolds
Spanish 4H

Desearía ser libre,
Libre como el pájaro
Que vuela y vuela
Por miles de millas
Sin descansar en su nido.

Ann Goris
Spanish A. P.